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ABSTRACT

This report, in reviewing the educational system of Sweden, discussed the traditional system of education, reforms in teacher education, methods courses and current teacher education programs. The School of Education at Malmo was presented as an example of an institute of education. Studies in pedagogics were discussed in relation to teacher education curriculum. The fields of physical education and nature study in Sweden were also reviewed. An example of Scandinavian cooperation in education was cited through the Inter-Nordic Camp School, Hillerod, Denmark. Coordination of teacher preparation programs, academic studies, and physical education were established by the attendance of student teachers, college instructors, and school children at the camp. The conclusion of the report contained comparisons between the educational systems of Sweden and the United States. (BRB)

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TEACHER EDUCATION IN SWEDEN

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The Traditional System

Though reforms have already been introduced, most teachers in Sweden are products of the traditional dual system of Europe. Until July, 1968, when current reforms were instituted, "class teachers," or generalists who teach grades one through six were prepared in one of twenty-four teacher training schools or in one of the four schools of education begun in 1956. Teachers for the secondary level have been and are still required to hold a university degree.

Kindergarten and primary grade teachers were admitted to a two-year teacher training institution following attainment of a passing grade in the realexamen, taken at the end of ninth grade at the average of sixteen. There are presently few public kindergartens in Sweden, but a large increase in the number of working mothers has already formented change in early childhood care and education.

Two and four-year programs were offered in the teacher training schools for prospective teachers of grades four through six. Those who followed the four-year program had passed the realexamen or had completed the professional stream in the comprehensive school. This program was equivalent to completion of senior high school in the gymnasium or in the new continuation schools.

Intermediate grade "class teachers" who had studied an additional year or two at a university could obtain positions as subject teachers in grades seven through nine. This arrangement continues at the present time. Theoretically the number allowed to do this has been restricted to forty percent of the

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total upper grade teaching force by an agreement between the government and teachers who hold the "filosophie magister" or master of arts degree.[1] However, subjects in these grades are still taught by "unqualified" teachers, particularly in rural areas.[2]

The "filosophie magister," required for permanent appointment to teach academic subjects in the secondary grades, involves four to eight years of study because of the rigorous point system used in Swedish universities.[3] A special teaching degree, study for it is concentrated in two or three subject fields and includes a special course in psychology and pedagogics. Purely academic degrees must be supplemented by professional preparation within three years for a permanent appointment.

Though some programs have been established in teacher preparation institutions, teachers in non-academic fields are prepared in special institutions; namely, the Royal College of Music, the Royal Gymnastics Institute, the Swedish State School of Arts, Crafts and Design, the Art Teachers Training College, and the Royal Academy of Music.

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[1] Torsten Husén, "Teacher-training in the Melting Pot," The Intellectual Face of Sweden, Uppsala: University of Uppsala Student Union, 1964, 76.

[2] Torsten Husén, Current Trends in Swedish Teacher-training," International Review of Education, 11(1965-1966), 206.

[3] For an explanation, see Adele Heilborn (compiler). Travel, Study and Research in Sweden. Stockholm: The Swedish-American Foundation, 1962, 125-126.

Preparation of teachers of domestic science, textile handicrafts and child nursing is offered at colleges of domestic science and handicrafts training. Vocational training is offered in the schools by practitioners of recognized competence who have taken a special course planned by the National Board of Education.[1]

Reforms in Teacher Education

The establishment and growth of the comprehensive school and subsequent changes in upper secondary education have forced reform of teacher education. Changes in this area, however, have been slow.

In 1950, Parliament passed legislation leading to the establishment of "institutes of education," now called schools of education, which would provide professional preparation for all levels of teaching, and in which departments of educational and psychological research would be located. It was supported by the establishment of a new division of teacher training and educational research and development within the National Board of Education. The first school of education was founded in Stockholm in 1956, followed by Malmö in 1960, Göteborg in 1962 and Uppsala in 1964. A program for the preparation of secondary teachers was begun in the University of Umeå in 1964.

In 1965, after five years of work, a teacher-training study committee commissioned by the government submitted an extensive report and series of recommendations. Most important was the recommendation that in the future all prospective teachers be prepared in schools of education and, in effect, that the old teacher training schools be phased out or converted. Accordingly, in September, 1968, eleven new schools of education were established: Umeå, (for the preparation of elementary teachers in addition to their secondary school), Falun, Gävle, Härnosand, Jönköping, Kalmar, Karlstad, Kristianstad, Linköping,

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[1] Marklund, Sixten and Par Söderberg. The Swedish Comprehensive School New York: The Humanities Press, 1967, 67.

Luleå and Växjo.[1]

These new schools of education have entering classes of about 100 and are designated as "small" schools by the government. The already established "large" schools in Stockholm, Malmö, Göteborg and Uppsala have larger enrollments, prepare elementary grade, subject teachers for the various secondary grades and schools, teachers of the handicapped, some teachers of technical and special subjects, and have departments for advanced inservice education of experienced teachers. The "small" schools prepare only elementary teachers. All of the schools of education must engage in educational research and development. The research departments of the small institutions operate on a local basis, while the large ones are involved in coping with nationwide needs and problems as well.[2] The government holds the communities in which the schools of education are located responsible for close cooperation in teacher preparation and educational research and development.

Regulations for admission to the schools of education have been liberalized to admit graduates from the examination-free continuation and other voluntary secondary schools. However, applicants must now be at least 18 years old and meet specific requirements in subject matter preparation. This liberalization of entrance requirements has caused consternation among faculty in the school of education, who feel that the quality of the new students will be inferior to gymnasium graduates who formerly comprised the student body.

The Swedish government has also directed schools of education and the universities to work together. However, Sweden is having difficulty, as does the United States, in obtaining cooperation between faculties in these institutions. The problem is compounded in Sweden by university pursuit of its traditional purpose - to train scholars and researchers, and by the dual quantity-

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[1] Aktuellt fran skoloverstyrelsen, Arg. 63, 1967/68. Stockholm: SO-forlaget, June 5, 1968, 1.

[2] Aktuellt fran skoloverstyrelsen, Arg. 22, 1968/69, July 25,1968. Stockhom:SO-forlaget

quality point system which prevails. It is felt in Sweden that a more flexible system of credits and courses must be developed to meet the need of teachers and that an effective system for screening candidates for teaching from the universities must be established.

The School of Education in Malmö

The school in Malmö, is representative of the other large schools. Though affiliated with the University of Lund, it is located ten miles distant. Physically it is comprised of two laboratory schools with enrollments of approximately 750 each, one for grades one through six, the other for grades seven through nine. Each has a library within its building, and separate gymnasiums and handicraft facilities in other buildings. Other campus buildings are a large all-school cafeteria and separate buildings for the school nurse, the school doctor and a caretaker. A city library is located in a wing of the elementary school.

The School of Education building is centrally located, with easy access to all other buildings. An area allocated to the Department of Educational and Psychological Research[1] is especially noteworthy. Included in this area are two pedagogical laboratories and a lecture room furnished with closed circuit television, one-way observation windows and a materials room. The area plays a large role both in teacher education and research. A large library contains professional texts and periodicals (many from the United States), resource units, curriculum guides, school texts, teachers' manuals and various types of instructional media. Other facilities include conference, music, work, student and faculty rooms, a language laboratory and two large tiered lecture halls.

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[1]Research centers have been established in the universities and schools of education. Those in the universities tend to center on the training of psychologists, while those in the schools of education are concerned with the problems of education. There is, however, much closer collaboration between educators and psychologists than in the United States. Funds for research are obtained from the government, the Swedish Council for Social Science Research and from the Tri-Centennial Fund of the Bank of Sweden.

Teacher Education Programs

The School of Education in Malmö, like the other large schools, offers pre-service and inservice programs for four types of teaching positions: 1) "class" teaching in grades one through three, 2) "Class" teaching in grades four through six, 3) subject teaching in grades seven through nine, and 4) teaching handicapped children in special classes, schools or in school "clinics." (In order to avoid segregation, Sweden is experimenting with "clinics" in which the handicapped child is given special instruction and other services by a team of specialists in support of his regular class placement). Teachers of handicapped children must have had previous professional preparation and three years experience as "class" or subject teachers. They follow a special one-year program in advanced psychology, pedagogy and methods of teaching.

Enrollment is restricted to approximately 100 trainees at the elementary level, 350 subject specialists, 100 special teachers and 100 inservice students. About 100 students are admitted each semester so that the total enrollment at any one time is about 1000.

For elementary teachers, the school provides both academic and professional preparation, but prospective subject specialists first obtain a master of arts degree from the university in the subjects they wish to teach. They then take a two-semester program in professional courses and practice teaching.

Advanced courses and training in educational research are offered by the Department of Educational and Psychological Research, which is also responsible for most of the teaching in psychology and pedagogy in all of the professional programs. The teaching duties of the director, a Professor of Education, are divided between courses at the University of Lund and the School of Education. The majority of academic and education courses are taught by "lektors" or teachers who have obtained a "licentiat" (comparable to the U.S. Ph.D) or a "doktorsgrad" (more advanced than a U.S. doctorate).

The School of Education does not award degrees. Award of a diploma and certification for teaching is based on a course examination system and evaluation of the student teaching performance. Evaluation of prospective teachers is culminated in a final comprehensive examination comparable to our National Teachers Examination.

Prospective primary grade teachers continue under the 1968 regulations to follow a two and one half-year program, while the program for intermediate grade teachers has been extended to three years. Both academic and professional courses are taken from the beginning. Required academic preparation is completed before the practice teaching in the fifth semester. Each semester includes blocks of days spent in observation and "teaching tasks" in the laboratory or nearby schools. Students are placed in groups of five or more in each classroom, and their experiences are coordinated with courses on campus. Closed circuit TV is used on campus for demonstration and discussions in preparation for the final period of observation and participation before practice teaching.

Students are assigned for practice teaching to the campus laboratory and public schools within the province for 30 hours a week, and are paid two-thirds of the regular salary for beginning teachers.[1] They are closely supervised and are required to return to the college campus one or two evenings a week for conferences and seminars. Generally working in teams of two students and one cooperating teacher, schedules are arranged so that experience is gained in observing and teaching all subjects in two grades of the level of teaching chosen. Teaching assignments during the last semester provide a basis for final evaluation of teaching ability and performance.

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[1] The following minimum and maximum yearly salaries, based on civil service classifications, became effective in July, 1968; for teachers of grades 1 - 3, $4,431-6311; grades 4 - 6, $5,4459-7, 834; secondary subjects, without degree, $5,743-8, 685; with degree, $8,685-10, 634; special class teachers, grades 1 - 3, $4,451-7,444,grades 4 - 6, $5,743-8, 685. Adapted from the (London) Times Educational Supplement, August 4, 1967, 205.

The primary purpose of all the programs is to provide the student with a coherent, interrelated body of knowledges, skills and understandings that will enable him to implement the directives of the national curriculum guide. To this purpose, a major and increasingly prominent feature of the programs in Sweden's schools of education is the coordination of academic and professional courses with curriculum and instruction in the schools.

Methods Courses

Integration of subject matter with methods of teaching is attempted by assigning methods courses to teachers of the academic subjects. However, there are also instructors of lower and intermediate grade methodology. Both kinds of instructors are also responsible for planning, supervising and evaluating observation, practice teaching and other professional experiences.

In general, the theory and skills taught in Swedish methods courses are comparable to ours. In fact, Swedish educators often use our texts. However, they have only one curriculum for which to prepare their students - that prescribed by the National Board of Education. Consequently, instruction in teaching experimental curricula, such as the "new mathematics," is given through in-service courses in schools where they are investigating the value of new curricula.

Application in methods classes of the principles of integration is through coordination of scheduled classes in academic subjects, pedagogics and practical experiences in the schools. The author observed vivid demonstrations that methodology has more depth, dignity and meaning when it directly involves subject matter of practical significance to the prospective teacher.

Techniques and materials used in these courses included a wide variety of audiovisual materials and equipment, small and large group lectures, seminars and informal discussions, demonstrations, analyses and applications of the instructors'

professional publications, curriculum planning, and case studies. Students also engaged in group and committee work, individual projects and field study.

In the final semester, when the students return briefly to the schools, focus is on principles and techniques of curriculum organization and planning, group work, individualization of instruction and learning, and analysis and evaluation of educational research. The importance of the latter is stressed in directives from the National Board of Education, which has established as a major goal in teacher education the development in the students of interest in and understanding of research and the ability to improve their teaching on the basis of valid findings.[1]

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[1] Aktuellt fran skoloverstyrelsen, Arg. 22 op cit. 2.

Pedagogics

Ottander has provided the following description of this program:

> Studies in pedagogics may be described under the headings of theoretical pedagogics and educational psychology. Theoretical pedagogics refers to the history of pedagogics, comparative pedagogics and pedagogical philosophy. This part deals with the background and development of pedagogical thinking. The pedagogical problems are seen against their historical, social and economic backgrounds in different countries and cultures and the aims and goals of education are analyzed. Educational psychology is taught on the basis of general psychology, with special interest in learning, development, educational measurement, testing and mental health. These studies are formalized (as studies in psychology) with group seminars and laboratory work.[1]

Pedagogics, allotted what seems to be inordinate amounts of time in the teacher education programs includes content assigned to separate courses in our programs, and is scheduled so that it actually becomes a series of courses similar to related ones in our programs. The purposes of this comprehensive program are to integrate instruction in methods with practical aspects of psychology and education provide preparation for working with children at their several developmental levels, give perspectives and procedures for dealing realistically with school problems, and to help students develop specific teaching competencies. Again, instruction is closely coordinated with methods courses, the content of subjects to be taught in the schools and with field experiences.

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[1] Chris Ottander, "Philosophy, Psychology and Pedagogics," The Intellectual Face of Sweden, op cit.,104.

Physical Education and Nature Study

Large time allottments for physical education reflect the importance attached to physical fitness, recreational activities and athletic skill in Swedish life. Instruction in sports and games includes theory, rules, materials and equipment, skill development through participation and methods of teaching for every conceivable type of activity from children's games and dances to basketball, swimming and skiing. The program also includes first aid, anatomy, health and safety.

Swedes are the world's foremost nature lovers. It is not ordinary appreciation, but "an extreme attachment to trees, flowers and animals . . . most Swedes having an overwhelming desire to assimilate their personalities with untouched nature."[1] Molded by centuries of living close to nature and inspired by their great botonist, Carl Linnaeus, Swedish children and adults have a scientific knowledge of nature unsurpassed in any other nation.[2] Their knowledge and love of nature is fostered in school in the subject Naturkunskap(knowledge of nature), which includes many hours on outdoor excursions in the early fall and late spring, during which they locate, identify and collect many plants for individual and group collections. This training persists, for in adulthood much time is spent in "long walks through the countryside looking at plants and animals."[3]

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1 Scott, The Swedes: A Jigsaw Puzzle. London: Sedgwick and Jackson, 1967, 129.

2 Ibid

3 Ibid

The Inter-Nordic Camp School

Close ties in teacher preparation between academic studies, nature and physical education are strengthened in the attendance of student teachers, school children and college instructors at the Inter-Nordic Camp School in Hillerød, Denmark. A major purpose is to strengthen ties between the Scaninavian countries. Three years ago, Sweden began sending representatives to this unique school begun by the Danes about a decade ago. For eight days in September, when all schools and colleges are in session, participants camp together studying the geography, natural environment, history and government of Denmark, in learning how to get along with each other under a system of self-government, and in discovering ways to promote international understanding. Activities include lectures in subject matter and methods, practice teaching, nature walks, study visits to the local town and to Copenhagen, group discussions, and the compilation of a voluminous and precise report. Judging by these reports and the enthusiasm of the participants, the camp school appears to be a very successful venture in teacher education and international cooperation, and should be considered by teacher education institutions in the United States. Certainly there is a need for American teachers, whose concept of international education is too often limited to teaching what is quaint, picturesque or patently erroneous about other countries, to be liberated from their parochialism through living and working with teachers from other nations.

Presented in the 1968 yearbook of the National Council for the Social Studies are the past, current and necessary future roles in international education of the social studies and its teachers. In his treatment of the relationships between teacher education and international education, Klassen supports

many views expressed by the author in this report, and offers suggestions for reforms in teacher education that could contribute not only to the goals of international education, but to the genesis of desperately needed upgraded and modernized teacher education programs as well.[1]

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[1] Frank H. Klassen, "Teacher Education: The World Dimension," in James M. Becker and Howard D. Mehlinger (eds.): International dimensions in the social studies. Washington, D. C., National Council for the Social Studies, 1968, 319-335

Conclusions

The purpose of this part of the report on teacher education in Sweden is to bring into focus aspects of theory and practice worthy of emalation and extension in the United States.

In Sweden there is complete national control over teacher education, while in the United States the federal government has, so far, merely encouraged improvement through funding of innovative projects. In both countries, the control or influence is indirect - through bureaucracies often hamstrung by inept staffs and political considerations. Strangely, society demands its own versions of success in its schools, yet seems totally unaware of the potential for attainment of its goals through participation in planning the preparation of teachers. In fact, few laymen have any knowledge of or interest in the substance of teacher education, yet there are rare instances when they feel unqualified to criticize what is happening in the public schools. Certainly the time for cooperation and dialogue between those who prepare teachers and those who must ultimately accept or reject the products is prior to and during the time that teacher education programs are in operation. Responsible involvement of laymen could be a spur to the creation of more realistic and effective programs.

In one of the major strengths of Swedish teacher education also lies one of its weaknesses. Close integration of academic and professional preparation in relation to the national curriculum guides aids the prospective teacher relate subject matter to methods of organizing and teaching, but it also places restrictions on range and depth of both academic and professional preparation. In the United States we are not cornered by the dictates of a national curriculum and in recent years have moved toward innovation. However, only a few attempts have been made to include academicians on planning committees or to

build programs which at least demonstrate the interrelationships which exist, or should exist, between academic and professional preparation and public school curricula.

The United States is currently swinging back toward early, systematic experiences in realistic settings. Observation indicates near panic in returning to "where the action is." Hopefully, it will not be the old "normal school" revisited with more sophisticated labels for activities pursued and a little educational technology thrown in to gain pioneering stature.

Involvement of future teachers in critical analyses and practical tests of educational research, including (and perhaps especially) that of their professors is a practice in Swedish programs of high merit. A problem of incalculable proportions exists in the United States in terms of implementing or soundly rejecting the thousands of research studies already completed. Educators complain that teachers and curriculum planners do not use valuable research findings, yet few of these are actually communicated in an intelligible, practical form. In fact, in contrast to Swedish students, most Americans in teacher education would prefer to ignore our research literature altogether.

For prospective Swedish teachers, the Inter-Nordic Camp School offers a unique opportunity for international understanding and cross-fertilization of ideas. Granted, the experiment is limited to Scandinavian nations, but it helps meet a need which has historical origins. The author has noted that since she first proposed the idea of wider international cooperation in teacher education in 1968 that a number of programs have been established. For example, the University of Alabama's College of Education has an extensive cooperative program in Latin America for undergraduate and graduate students and their faculties which aims at "educating teachers for the world community." The movement toward "internationalism" in teacher education is growing and will prove to

be far more effective than exhibits of memorabilia from teachers' vacation trips.

In direct contrast to what is happening in the public schools to allow for more "openness" and freedom in learning, American students in teacher education institutions are literally restricted to campus. Swedish students have opportunities for many off-campus expeditions that enable them to learn on their own. They might embark on a two or three day cross-country trip to gather primary source materials, make a series of short trips to interview, observe, or explore in connection with present and future needs in preparing for teaching. American students need much more freedom, personally and as future teachers, to develop initiative, self-reliance and an extraordinary commitment to teaching.

For at least one summer during their four-year preparation for teaching, probably after the sophomore or junior year, students in American teacher education institutions should be required to engage in high level summer session activity either on the home campus or abroad. This should not be the usual opportunity merely to take existing courses, but a unique chance to observe and participate in special programs, projects and conventions; engage in a kind of dialogue with a variety of educators that is seldom possible during the school year; initiate activities of personal interest; or attend courses in academic or professional fields that they would otherwise have to delay or forego. During the summer they could also be afforded independence in study and inquiry that cannot be obtained in the regular sessions.

These are the major recommendations derived from Swedish study and observation of the author's teacher education programs. Others, perhaps equally important, are contained in the body of the report.

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